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| Breakout 1 | |  |
| MO 20 min  A 30 min  C/D 20 min  70 min | Math Learning Goals  Participants will understand:   * The different meanings of fractions * How their own experiences may bias them in terms of the type of fractions they default to and/or the type of representations they select | Materials   * a variety of manipulatives * sticky notes |
|  | Whole Group 🡪 Overview of Goal and Agenda (20 min)  Welcome and brief introductions  Introduce yourself using a fraction – example “I am 4/5 through my career. I am 1/5 of my family”  Four Corners: (10 minutes) I think Math CAMPPP will be like ... a trip to an amusement park, a workout class, a treasure hunt, a beach excursion – groups to share out.  Using the four corners to ensure diverse groups, take one person from each group to form groups of four for the next activity.  Introduce treasure chest? | Pictures of beach, amusement park, workout class, hiking path  Participants use a part of a chart paper placemat |
| Minds On… |
|  |
|  | Individual 🡪 Activity (10 min)  Using a variety of manipulatives participants will use their fraction (from above) and then represent it in as many ways as possible, with at least one way that you wouldn’t normally do it. Each model will be recorded on a different sticky note.  Whole Group🡪 Sort Activity (5 min)  Individuals will post their sticky notes on chart paper under each of the different models of fractions. (May need two pages per model to make the next activity more manageable for group size) Headings will be set model, measurement models (1-D, 2-D, 3-D), quotient (a / b), part-to-part, operator (“of”), “under construction”  Small Group🡪 Discussion (15 min)  Each group will take a sheet and organize it, put it on the “under construction” page and annotating to add meaning.  Gallery walk | .  Sticky notes 3X5  Manipulatives  Computer for Virtual Manips/Interactive Whiteboard  Chart paper  Markers |
| Action! |
|  |
|  | Whole Group 🡪 Discussion (20 min)  Engage the group in responding to the following prompts:   * What criteria did you use to group the sticky notes on your page? * Which ones were difficult to place? * Which ones did you chose to move to another page and why? * Share Shelley’s Math for Teaching: Fraction Meaning and begin to discuss – remind participants to take some notes about things that they don’t want to forget |  |
| Consolidate Debrief |
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|  | Home Activity or Further Classroom Consolidation   * Provide them with the Gap Closing diagnostic to review prior to the second breakout session? | Instructional Strategies:  Manipulatives  Math-Talk-Learning-Community  Jigsaw  Four Corners |

Back Pocket

Individual🡪 Placemat (4 min)

Tell something that is positive/great... about fractions, and something that is challenging about fractions

Participants will brainstorm and record their understanding of fractions (first memories of fractions, how fractions are used today, favourite representations of fractions, problems with fractions) in a placemat.

Small Group🡪 Placemat (10 min)

Groups will discuss the information recorded by each person and consolidate it in the centre of the group placemat. Post these for later viewing.